

IMPACT OF PERSONNEL TRAINING AND RETENTION IN ADAMAWA STATE POLYTECHNIC, YOLA

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Abstract

This study investigated the Impact of Personnel Training and Retention in Adamawa State Polytechnic, Yola. The study assessed the influence of condition of service and available resource on academic staff training as well as the influence of leadership style and remuneration on academic staff Retention in Adamawa State Polytechnic Yola. The study employed a survey research design to collect primary data through structured questionnaires administered to academic staff of Adamawa State Polytechnic, Yola. The population of the study was 107 staff and census approach was adopted in data collection. Face and content validity were employed and Cronbach's Alpha statistics was used for reliability. Data were analyzed using descriptive and inferential statistics with SPSS version 27. The results revealed that condition of service ($\beta = 0.461, p < 0.001$) and availability of resources ($\beta = 0.291, p = 0.007$) significantly enhanced staff training. Likewise, leadership style ($\beta = 0.411, p < 0.001$) and remuneration ($\beta = 0.343, p = 0.002$) were strong positive predictors of employee retention". The study recommends that the management of Adamawa State Polytechnic, Yola, should improve staff conditions of service by ensuring a favourable work environment, job security, and welfare packages to encourage continuous training. In view of the above, the institutional leaders should adopt transformational leadership styles and invest in leadership development programmes to build trust, motivation, and loyalty among staff.

Keywords: *Personnel Training, Retention, Human Resource, Remuneration, Condition of Service.*

Introduction

In today's competitive environment, institutions are struggling to design the most appropriate strategies that can enhance employee retention and reduce turnover. Organizations have increasingly recognized that sustainable competitive advantage can be achieved through the development of personnel skills and capabilities (Noe et al., 2014). Consequently, there is growing emphasis on effective retention strategies, particularly those related to training, development and compensation systems (Kuvaas & Dysvik, 2010).

Some scholars like Becker (1964), Blaugh, (1976) and Acemoglu (1999) have argued that most institutions would be less willing to deliver generalized training, but instead give more priority to firm-specific or specialised training that is directly related to the task and organizational requirements of employees. In their submission, employers are unlikely to provide sufficient

training except the one that is directly related to their organizational task due to the fear that workers may leave to take up appointment in other firms. This is based on the assumption that specialised training improves employee productivity and minimizes the chances of an employee being easily poached by competitor companies based on the skills learned. To this end, organizations are starting to consider training as a strategic human capital investment, and should anticipate a payoff in the form of increased commitment, better performance, and higher retention (Garavan et al., 2012).

There are a number of retention strategies that are adopted by institutions as they try to determine the best strategy that fits into their organizational setting. Nevertheless, one of the issues that has lingered in the minds of most organizations is whether training and development play a major role in employee retention. This is an important assessment as it helps institutions determine whether their training investments pay off in terms of desirable results, especially in retention of employees who appreciate skill development to pursue a career (Jehanzeb & Bashir, 2013).

It has been indicated that training and employee retention are not always directly related to one another, and instead, organizational commitment usually forms a mediating factor between training and employee retention results (Allen et al., 2003; Tansky & Cohen, 2001). While training and development play a significant role in employee retention, institutions do not rely solely on this practice. Instead, they implement a combination of “human resource management practices”, with varying levels of emphasis depending on organizational priorities and environmental conditions (Delery & Doty, 1996; Huselid, 1995). Thus, training and development constitute an essential, but not the only, component of comprehensive employee retention strategies.

This research provides a better understanding of the relationship between the effectiveness of human resource practices and personnel retention in institutions, with a specific focus on the impact of personnel training on staff retention in Adamawa State Polytechnic, Yola. Retaining personnel requires motivation, and the factors that motivate employees to remain in their jobs are therefore crucial, as they influence both individual and institutional performance (Herzberg, 1959). In line with this, skilled and well-trained personnel enable institutions to gain sustainable competitive advantage, particularly when employees are highly motivated, competent, and committed to achieving organizational goals (Barney, 1991; Wright et al., 1994). This research is thus a great reference to institutions aimed at enhancing staff retention in their institutions by engaging in appropriate training and development.

Statement of the Problem

Training of personnel is anticipated to help improve skills and knowledge of employees, as well as their attitude, hence job satisfaction and loyalty to the institution would be increased. This, in its turn, is expected to result in high retention rates and long-term successful working of the organisation. But this is not the case in Adamawa State Polytechnic, Yola. The institution has been suffering a high turnover rate in its personnel. This has been blamed on poor training opportunities, which are not able to satisfy the professional development needs of the employees. The absence of systematic and ongoing training programmes undercuts the importance and

interest among employees, and they will be more inclined to find options elsewhere (Adamu, 2019; Ibrahim, 2021).

These might be a result of various issues, such as scarce financial resources to fund training programmes, ineffective management, investment in employee development and insufficient policies in the administration of training and retention. Also, the mismatch between the institutional objectives and the internal desires of employees to achieve personal development aggravates the issue, as the employees are left without appreciation and support (Garba & Ahmed, 2022). These bear adverse effects on the employees and the institution. To the employees, insufficient training opportunities in their career growth and job satisfaction lead to high turnover. To the institution, high turnover affects continuity of the institution, augmentation and on-boarding costs, as well as the quality of services delivered. The relationship between personnel training and retention in the institutions in Nigeria has been discussed by different authors. As an example, Adamu (2019) stressed that an effective training program is associated with a positive impact on retention intentions in its employees. On the same note, Bello and Musa (2020) maintained that organizations that do not invest in training experience low employee loyalty and turnover. According to Ibrahim (2021), workers who feel that their training requirements are not addressed are likely to quit their workplaces. Nevertheless, such studies usually do not pay thorough attention to the way custom-designed training, namely, in polytechnics, responds to specific institutional issues.

Objectives of the Study

The general objective of the study is to examine the impact of personnel training and retention in Adamawa State Polytechnic Yola from 2019 to 2024. The specific objectives are to;

- i. Examine the conditions of service on staff training among academic staff in Adamawa State Polytechnic Yola
- ii. Evaluate the impact of leadership style on staff retention among academic staff in Adamawa State Polytechnic Yola.
- iii. Assess the impact of remuneration on staff retention among academic staff in Adamawa State Polytechnic Yola.

Hypotheses

The following null hypothesis is formulated to guide the study;

- H₀1: Conditions of service does not have significant impact on academic train staff training in Adamawa State Polytechnic, Yola
- H₀2: Leadership style does not have significant impact on academic staff retention in Adamawa State Polytechnic, Yola
- H₀3: Remuneration does not have significant impact on academic staff retention in Adamawa State Polytechnic, Yola.

Literature Review and Theoretical Framework

Conceptual Review

Personnel Training

Personnel refers to the individuals employed by an organisation, institution, or government agency. It encompasses all aspects of managing and developing these individuals to achieve organizational goals and objectives. Personnel have continual challenges in recruiting and retaining talent; yet one method to retain personnel is to provide professional training programmes, Mondaq (2024). Personnel training is the process of introducing new techniques and training them in their workforce. This is by exposing them to the culture, policies and procedures of the organisation in order to make sure that they can fit well into the workforce and conduct the roles effectively. The author states that training of personnel is a significant part of the public administration (Marume 2016), and it is of particular importance to the African countries that are going through a swift transformation of society. Marume stresses that without such training, one may not have the ability needed to cope and adjust to these changes effectively. On the same note, Obisi (2011) perceives training as a planned activity whereby organizations facilitate the development of skills and abilities by non-managerial employees, which is important in ensuring improved performance and efficiency.

According to Ginzberg et al. (1997), training and development activities are significant in the management of human resources. According to him, such initiatives help them improve their skills and adaptability at all levels of employees, which is important in sustaining a competent workforce. Crowford (2009), on the contrary, tends to focus the training scope on the processes involved in imparting certain job-related knowledge and skills, and the degree to which training is directly applied to the job performance. McFarland (2008) concurs on the importance of training non-managerial employees but concentrates on the aspect of building the capacities of the non-managers to suit the needs of the organisation.

Training and development are intertwined constructs that include aspects such as training frequency, quality of training and development opportunities that reinforce organizational effectiveness. Stable training plans allow employees to constantly update and broaden their skills, which is especially important in the insurance market that is extremely competitive and constantly evolving. The high quality of training received by employees leads to the increased depth of their competency and practical skills, hence increasing their ability to be innovative, solve problems, and perform their tasks properly (Putra et al., 2024). Moreover, the availability of development opportunities assists in long-term career growth and personal development of the employee, which creates a good and healthy work environment where individuals feel respected and willing to perform well (Burnett, 2024). Once these dimensions are applied in a concerted approach, organizations can achieve the best in employee potential and enhance productivity in the insurance industry, but moreover, match the personal career goals with the goals of the organisation.

Employee Retention

According to Armstrong (2006), Retention refers to “how an organisation keeps their employees from leaving the organisation, thus coming up with retention strategies to ensure that employees remain in the company”. “Research shows that Human Resource practices can be especially powerful in enabling an organisation to achieve its retention goals; These practices include:

Recruitment, Selection, Training and retention, compensation and rewards, personnel engagement” (Allen et al., 2003). Freyermuth (2007) commented that retention starts with the recruiting of the correct individuals and continues with a practice program to keep them engaged and committed to the organisation. According to him, it is considered a multifaceted component of an organization's resource policies. Baker (2006) said that “employee retention is very important because hiring new employees is far more complicated and costlier than retaining the present employees in the organisation”. Retention is the ability of an organisation to maintain and keep its employees over a period of time. In the context of personnel management, retention specifically refers to the strategies and practices used to encourage employees to remain with the organization. Retention strategies to keep qualified personnel employed within the institution.

The concept of employee retention is used broadly to describe the activities of the organisation that seek to keep employees in the workplace for a reasonable and sustainable duration (Opwondo and Kiiru, 2024). It is an indicator of the capability of an organisation to maintain its employees in the long term by making sure that they do not leave their positions in search of other opportunities (Lee et al., 2022). Retention is not an accidental thing but a planned and strategic effort. In consideration of this, Manthena and Ravi (2024) sensationalized employee retention as an organizational systematic process that involves the motivation and encouragement of employees to work long-lasting periods in the organisation.

To realize this goal, the organizations have organized policies and management practices that are aimed at reducing the loss of skilled and high-performing staff (Krishnamoorthy and Aisha, 2022; Sawaneh and Kamara, 2019). This view is consistent with that of Xiang et al. (2018), who defined employee retention strategies as the organizational policy, practices, and initiatives that are set up to ensure that valuable employees do not quit their posts at an early stage. Underlying the strategies are aimed at maintaining the loyalty of employees who are key organizational resources and their retention in the organisation.

Employee retention is a critical factor for every organisation, regarding competitive advantage. “For every organisation, it is a challenging task to retain talented human capital, which helps the organisation in achieving its goals, and it is very important for an organisation to use retention strategies for their employees” (Anis et al., 2011). Employee retention can be defined as the policies and practices organizations use to prevent valuable employees from quitting their jobs. However, Ben-Bakr et al (1994) argued that “organizations can avoid business instability when talented employees are retained”. “Retention can be seen as the ability to hold onto those employees you want to keep, for longer than your competitors”, (Shuaibu, 2009). Again, Denton (2000) puts forward “the view about employee retention that employees who are contented and satisfied with their jobs are more devoted towards their job and always put their effort to progress their organizational customers' satisfaction”.

The idea behind retention is to develop an environment at work whereby employees feel valued, supported, and motivated to remain with the company in the long term (Ausat et al., 2024). When the level of retention is high, it is also an indication that the organisation has a good organizational culture and good management practices, which lead to better productivity levels,

reduced turnover costs, and long-term organizational performance. The success of retention strategies is highly dependent on the capacity of an organisation to identify and address the needs and expectations of employees, especially on career advancement, work-life balance and job satisfaction.

Remuneration and Staff Retention

Remuneration which is a combination of all the monetary and non-monetary rewards given to employees as a result of their services is very important in employee retention. The competitive remuneration packages provide a message to employees about the importance of the organization to them and it is usually a key factor that an employee uses to decide whether to stay or exit a job. Armstrong and Taylor (2020) state that not only do equitable and attractive pay structures enhance employee satisfaction, but also organizational loyalty and turnover intentions. When the employees feel that they are well rewarded as compared to their colleagues both inside and outside the organization they become more committed and ready to work with the organization.

Poor or inconsistent pay has been identified as a common factor in high staff turnover in the case of the Adamawa State Polytechnic in academic institutions. Research has also demonstrated that low wages and absence of other benefits may demotivate employees, diminish job satisfaction, and even result in frequent turnover particularly among employees in the public tertiary institutions in Nigeria (Eze, 2019). On the other hand, remuneration based on job requirements, qualifications and industry standards is a great retention tool. This is more so in the education sector where employees are normally overwhelmed with workloads and need encouragement to stay dedicated to their jobs other than the inherent rewards.

Leadership Style and Staff Retention

The type of leadership is an important factor that determines the attitude of employees and their behavior as well as retention within an organization. Leader-subordinate interaction, decision-making process, and support is an important aspect in creating the work environment. Higher retention rates have been most commonly linked with transformational leadership which focuses on vision, inspiring employees and developing them. Bass and Riggio (2006) argue that, transformational leaders bring about trust and dedication among the employees therefore lowering turnover intentions. Conversely, dictatorial or unpredictable leadership could lead to dissatisfaction with the job, demoralization, and turnover (Iqbal et al., 2015).

In institutions of learning such as Adamawa state polytechnic where the academic staffs desire autonomy, recognition and professional development, management leadership style may strengthen or weaken the process of retention. Leaders that are participative in decision-making, give directives, and take care of the welfare of staff members are likely to create a good organizational environment that promotes long-term loyalty. In a study conducted by Amah (2020) in Nigerian tertiary institutions, the correlations between leadership styles and academic

personnel retention were positive with democratic and transformational leadership, and negative with laissez-faire leadership.

Theoretical Framework

The Human Capital Theory was adopted for this study because it is a standard framework for human capital development. This theory was mainly formulated by Theodore Schultz in 1961 and later developed by Gary Becker in 1962. Schultz highlighted that investment in education and training should increase productive power of individuals whereas Becker added to the point of view that spending on skills, knowledge and health needs to be viewed as investments, which would provide economic returns in the future. The main precept of Human Capital Theory is that the employees are not only a cost factor in an organization but rather an asset whose knowledge, skills, and abilities can be upgraded by making conscious investments. Training and development is hence considered as strategic instruments of enhancing productivity, efficiency and effectiveness. The theory further postulates that organizations investing in their workforce are more likely to realize sustainable growth because skilled workers are likely to work better and offer service towards organizational objectives in a better way. It further held that a perpetual learning and development is a key to remaining competitive in a dynamic work environment.

The biggest advantage of the Human Capital Theory is that it offers a clear reason explaining the need to invest in personnel training and development. It offers a sound rationale of why organizations ought to invest in enhancing the competencies of their employees, in this connection, investing in enhancing their performance and organizational performance. The theory is highly relevant in various fields and has touched the practice of human resource in the current day world.

Methodology

Research Design

The survey design was considered as the appropriate research to measure the perception of the respondents in the study because it enables the researcher to collect information from a large set of population with the characteristics of interest. The reason for choosing this is because it can help the study to find meaningful information and obtain an understanding of the present conditions of the population under study.

Population of the Study

The population of the study comprised of all the academic staff of Adamawa State Polytechnic, Yola. The total number of academic staff is 107, these staff are directly involved in core academic activities such as teaching, research, and community development.

Sampling Technique

Given the relatively small and manageable size of the population (107 academic staff), this study adopted a census approach, also referred to as total enumeration. This implies that all members

of the population were included in the study, and no sampling technique was employed. However, out of the 107 questionnaires administered, only those that were properly completed and returned were used for analysis.

Method of Data Analysis

The data collected were analyzed using both descriptive and inferential analysis to draw conclusions about the relationships between the independent and dependent variables. The data collected was organized and prepared for analysis using Statistical Package for Social Sciences (SPSS) version 27.

Regression Analysis

Table 1.1 Condition of Service

Model	R	R Square	Adjusted R Square	Std. Error	Durbin-Watson
1	.669 ^a	.447	.432	4.820	2.156

a. Predictors: AV_R, COS

b. Dependent: ST

The regression model summary indicates that Condition of Service and Available Resources are moderately related to Staff Training ($R = .669$). The predictors collectively accounted 44.7 percent of the variance in staff training ($R^2 = .447$), whereas the adjusted R^2 value of .432 shows that the explanatory power of the model would not change when the number of predictors is adjusted. The standard error of the estimate (4.820) indicates a moderate degree of accuracy of prediction, whereas the Durbin-Watson statistic of 2.156 is within the acceptable range (1.5-2.5), which means that there is no evidence of auto-correlation in the residuals. This means that Condition of Service and Available Resources are important factors in predicting the outcomes of staff training.

Table 1.2 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1372.167	2	686.083	29.537	.000 ^b
	Residual	1695.623	73	23.228		
	Total	3067.789	75			

a. Dependent Variable: ST

b. Predictors: (Constant), AV_R, COS

The ANOVA findings in Table 1.1 indicates that the regression model that predicts staff training based on condition of service and available resources is statistically significant. $F(2,73) = 29.537$ $p < .001$. This means that the independent variables, as a whole, have a significant effect in predicting staff training as compared to a model with no predictors. In particular, the regression sum of squares (1372.167) is a significant part of the total variance (3067.789), and the remaining 1695.623 is the unexplained one (residual). This observation proves that the combined effect of

Condition of Service and Available Resources is significant and consistent in terms of the staff training outcomes.

Table 1.3 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. E	Beta			Tolerance	VIF
COS	.384	.088	.461	4.391	.000	.687	1.455
AV_R	.258	.093	.291	2.775	.007	.687	1.455

a. Dependent Variable: ST

The coefficients in Table 1.3 indicates that Condition of Service and Available Resources were significant predictors of Staff Training. Particularly, condition of Service has a positive and significant impact on staff training (B=0.384, t=4.391, p<.001, which means that improved conditions of service are strongly related to improved staff training. Available Resources has also a positive and significant influence (B=0.258, t=2.775, p=.007) indicating that the availability of resources increases the level of staff training. The standardized coefficients (beta =.461 and beta =.291) also show that Condition of Service has a greater impact than Available Resources. The tolerance values (0.687) and VIF scores (1.455) also indicate that there was no multi-collinearity; therefore, the predictors are stable and reliable.

Regression Analysis

Table 1.4 Renumeration and Leadership Style

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.672 ^a	.452	.437	5.224	2.069

a. Predictors: (Constant), REM, LS

b. Dependent Variable: ER

The regression analysis of the effect of remuneration and leadership style on employee retention indicates that there is a moderate relationship between the variables, with R =.672. The R Square value of .452 shows that about 45.2 percent of the variance in employee retention can be described collectively by the two predictors remuneration and leadership style and the adjusted R Square (.437) confirms the explanatory power of the model when sample size and predictors are controlled. The standard error of the estimate (5.224) indicates that the level of prediction error is moderate. Moreover, the Durbin-Watson statistic (2.069) is within the acceptable range

of 1.5 to 2.5, which shows that no significant auto-correlation exists in the residuals. This finding means that remuneration and leadership style have significant influence on employee retention among academic staff in Adamawa State Polytechnic, Yola.

Table 1.5 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1642.927	2	821.464	30.107	.000 ^b
	Residual	1991.809	73	27.285		
	Total	3634.737	75			

a. Dependent Variable: ER

b. Predictors: (Constant), REM, LS

The ANOVA output shows that the regression model that predicts employee retention (ER) using remuneration and leadership style is statistically significant, $F(2, 73) = 30.107$, $p < .001$. This implies that, collectively, remuneration and leadership style contribute significantly to the differences in employee retention among the academic staff in Adamawa State Polytechnic, Yola. The regression sum of squares (1642.927) relative to the residual sum of squares (1991.809) also indicates that a significant amount of the variance in employee retention is explained by the model.

Table 1.6 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
LS	.43	.11	.41	3.84	.000	.654	1.53
REM	.42	.13	.34	3.20	.002	.654	1.53

a. Dependent Variable: ER

The coefficients result indicates that both leadership style and remuneration are significant positive predictors of employee retention. In particular, leadership style ($B = .427$, $t = 3.835$, $p < .001$) and remuneration ($B = .416$, $t = 3.199$, $p = .002$) both make unique and significant contributions to the explanation of variations in employee retention. The standardized coefficients (Beta = .411 for leadership style and .343 for remuneration) show that the effect of leadership style on employee retention is slightly stronger than the effect of remuneration. The tolerance (.654) and VIF (1.529) indicate that there is no multi-collinearity issue, which is a confirmation that the regression estimates are reliable.

Discussion of Findings

The research found that the condition of service significantly and positively influenced staff training. This implies that when institutions offer good working conditions like job security, good working environments and good welfare policies, staff are more encouraged to take part in

training and capacity building programs. This observation is consistent with that of Alase and Akinbo (2021), who stated that favorable working conditions motivate employee growth and dedication. Likewise, Egbe (2022) stated that favorable organizational practices such as good service conditions are important in encouraging employees to pursue lifelong learning and skill development. Therefore, it can be concluded that better terms of service not only increase job satisfaction but also provide a fertile ground towards a long-term professional development.

It was also discovered that the available resources had a great impact on staff training. The conclusion is also similar to the one made by Alase and Akinbo (2021) who found that the availability of organizational resources is critical to the efficiency and success of the staff. On the same note, Manurung et al. (2024) emphasized that training and career development are effective with organizational support in terms of infrastructure and funding. This means that availability of resources is a key to effective staff development programs since it eliminates obstacles that tend to limit training opportunities.

The research also determined that leadership style was a major factor in retaining staff. This implies that leaders who exhibit transformational traits, including support, recognition, and mentorship, can help promote loyalty and decrease turnover intentions among the employees. The findings are in line with Owais (2016) who pointed out that leadership practices, especially those that focus on staff development and recognition, are a strong predictor of staff satisfaction and retention. Similarly, Khan et al. (2024) identified that non-financial incentives including autonomy and recognition, which are frequently enabled through leadership practices, have a significant positive effect on job satisfaction and long-term retention. Thus, the style of leadership stands out as a key factor in establishing organizational cultures where employees are appreciated and devoted.

Lastly, the results indicated that remuneration was a major predictor of staff retention. Competitive wages and fair remuneration packages were revealed to motivate employees to stay in the organization hence limiting turnover. This is consistent with the research by Tripathy and Rohidas (2022), who discovered that well-organized reward systems with financial incentives have a significant positive impact on productivity and organizational commitment.

Conclusion

This study concludes that training and retention of staff in tertiary institutions is highly dependent on organizational practices that enhance the welfare and development of employees. Favourable working conditions and the availability of sufficient resources establish a favourable environment of training and development. In the same manner, good leadership practices and competitive compensation plans can help in the creation of employee loyalty and low turnover.

Recommendations

- i. There should be sufficient resources to enhance staff training programmes. This involves making sure that there is enough funding of capacity-building projects, infrastructure improvements, and provision of modern teaching and learning resources.

- ii. Institutional leaders ought to embrace transformational leadership styles. Leaders who motivate, encourage and engage staff in decision-making processes contribute to trust and loyalty. Frequent leadership training and development programmes must also be initiated.
- iii. Reasonable and competitive remuneration packages should be put in place to retain qualified academic personnel. The management ought to review the salary structures, allowances, and other incentives on a regular basis to match the economic realities.

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